

# ANTH 313-500: Historical Archaeology

## Spring 2021 Syllabus

### Course Information

Time: MWF 10:40-11:30am

Location: Remote/Online

Credit Hours: 3

### Instructor Details

Instructor: Dr. Carolyn Kennedy

Office: ANTH 107D, Remote via zoom (preferred)

Office Hours: MW 12-2 (campus); TR 11:30-1:30 (remote only)

E-mail: [carolynkennedy13@tamu.edu](mailto:carolynkennedy13@tamu.edu)

### Course Description:

The arrival of Europeans to North America had a profound impact on Native Americans, the environment of the continent, and people and trade all over the world. Following the discovery of Hispaniola by Columbus in 1492, European imperial powers such as Portugal, Spain, France, Netherlands, and Britain colonized territories throughout the continent, claiming the ‘New World’ for their mother countries, devastating Native American populations, and enslaving African people and shipping them to the Americas. This course will cover the historical archaeology of North America, defined as the study of ‘Old World’ cultures such as the imperialistic Europeans’ discovery and colonization of the New World. Historical archaeology studies material culture in combination with written documents to piece together a clearer and fuller understanding of our past than history or archaeology alone. Students of this course will learn how to interpret history based on archaeological evidence and written records, and learn how these can both conflict and complement each other in research of the past.

### Course Learning Outcomes

- ✓ **Apply** skills required for reading and interpreting historical documents
- ✓ **Understand** how to use historical records for locating and informing archaeological sites
- ✓ **Analyze** the relationship between historical records and archaeological remains
- ✓ **Evaluate** various historical archaeology case studies and critically evaluate their strengths and weaknesses
- ✓ **Remember** the value of historical archaeology for informing history

### Required Texts:

Singleton, T.A. 2015. *Slavery Behind the Wall: An Archaeology of a Cuban Coffee Plantation*. University Press of Florida.

Orser, C. E. 2017. *Historical Archaeology*. Routledge, 3d ed.

## Grading Policy:

Grades will be based on two short projects, two non-cumulative multiple-choice and short-answer exams, and a 5-7 page term paper.

### Projects

- 1) Genealogy Project: Students will conduct a study of their own genealogy using historical records and their families' oral histories.
- 2) Transcription Project: Students will transcribe three pages of hand-written historical documents.

### Exams

Two non-cumulative exams with 50 mixed multiple choice, matching, and short answer questions.

### Term Paper

Topics are open to student discretion but must be relevant in a direct way to the North American historical archaeology. Students are expected to center their research paper on a thesis or argument concerning some aspect of historical archaeology. These could be ideas discussed in class or of the student's own choosing. **Topics must be approved by the instructor by March 22<sup>nd</sup>, 2021.** The paper must support the thesis argument with evidence from reliable sources, and include a full bibliography with correct formatting. Length is to be 5-7 pages (not including title page, bibliography, etc.). Times New Roman, 12 pt font, 1-inch margins. Bibliography and term paper format should follow *Historical Archaeology* style guide.

### Attendance & Participation

Students will be evaluated based on presence in class (meaning webcams turned **on**) and participation in class discussions. More than three unexcused absences (an 'off' webcam counts as an absence) will lead to a reduction in grade. Late arrivals to class may be counted as absences.

### **Summary of Assignments:**

### **Grading Scale**

Project 1 (Genealogy)	= 15 %	A	90%
Project 2 (Transcription)	= 15 %	B	80%
Exam 1	= 20 %	C	70%
Term Paper	= 25 %	D	60%
Exam 2	= 20 %	F	<60%
Attendance & Participation	= 5 %		

Total = 100 %

## Course Schedule

(Subject to Change)

Week	Items of note	Topic	Readings Due Beginning of the Week	
1	Jan 20	Course Introduction; Introduction to Historical Archaeology	Orser, Ch. 1 & 2 Deetz, Ch. 1 (in this sole case, these are due by the end of the week)	
	Jan 22			
	Jan 25			
2	Jan 27	Documentary Evidence; Reading and using historical records	(2017) “What does that say?” Series part I-III: Deciphering the Handwritten Records of Early America. A State Archives of North Carolina Blog. <a href="https://ncarchives.wpcomstaging.com/2017/09/01/what-does-that-say-series-pt-i/">https://ncarchives.wpcomstaging.com/2017/09/01/what-does-that-say-series-pt-i/</a> <a href="https://ncarchives.wpcomstaging.com/2017/09/01/what-does-that-say-series-pt-ii/">https://ncarchives.wpcomstaging.com/2017/09/01/what-does-that-say-series-pt-ii/</a> <a href="https://ncarchives.wpcomstaging.com/2017/09/01/what-does-that-say-series-pt-iii/">https://ncarchives.wpcomstaging.com/2017/09/01/what-does-that-say-series-pt-iii/</a> Orser, Ch. 6	
	Jan 29			
	Feb 1			
3	Feb 3	Dating, Artifact Deposition Patterns	Orser, Ch. 4 Harris, E. (1997) <u>Principals of Archaeological Stratigraphy</u> . Chapter 2: The Concept of Stratigraphy in Archaeology. (pages 7-21)	
	Feb 5			
	Feb 8			
4	Feb 10	<b>Genealogy Project Due</b> Contact Settlements: the Basques in Labrador; the Spanish in Florida	Worth, John E. (2018) “Florida’s Lost Colony” Chapter 3 in Roger C. Smith (ed.) <i>Florida’s Lost Galleon: The Emmanuel Point Shipwreck</i> . University Press Scholarship Online. Parks Canada, 2007, <i>The Underwater Archaeology of Red Bay</i> , Vol. 1, p. I-1 - I-41.	
	Feb 12			
	Feb 15			
5	Feb 17	Contact Settlements: The French in Canada and Texas	Lee, David. (1970). “The French in Gaspé 1534-1760.” <i>Canadian Historic Sites: Occasional Papers in Archaeology and History</i> , 3: 26-53.	
	Feb 19			
	Feb 22			Chris Dostal – guest lecture
6	Feb 24	The Dutch East India Company and development of New Amsterdam	Orser, Ch. 12: “The Dutch Empire,” p.297-312	
	Feb 26			<b>Transcription Project Due</b>
	Mar 1			
7	Mar 3	British North America; Port Royal	“Port Royal” <a href="https://nautarch.tamu.edu/portroyal/">https://nautarch.tamu.edu/portroyal/</a>	
	Mar 5			
	Mar 8			
8	Mar 10	<b>Exam 1</b>	Archaeology of the slave trade: slave ships	

	Mar 12			Webster, Jane. (2008). "Slave Ships and Maritime Archaeology: An Overview." <i>Int. J. Histor. Archaeol.</i> 12:6-19.
	Mar 15			
9	Mar 17		Archaeology of plantations; Analysis of Race and Racialization	Singleton, 2015, <i>Slavery Behind The Wall</i>
	Mar 19	<b>No Class – 'Spring Break'</b>		
	Mar 22	Term Paper Topic Due		
10	Mar 24		Archaeology of 'holes': Privies, graves, cisterns, wells; Archaeology of Forts and Battlefields	Orser, Ch. 3
	Mar 26			
	Mar 29			
11	Mar 31		Locating and Analyzing Historic Sites; Shelburne Shipyard Steamboat Graveyard	Orser, Ch. 6
	Apr 2	<b>No Class – 'Reading Day'</b>		
	Apr 5			
12	Apr 7		Excavation Techniques; Field Methods;	Orser Chapter 7: 167-187 Cary, H and Last, J. (2007). For the Record: The What, How, and When of Stratigraphy. <i>Ontario Archaeology</i> No. 83/84. (pp 70 - 78)
	Apr 9			
	Apr 12			
13	Apr 14		Historic artifacts: Glass and ceramics, Metals and organics	Hamilton, "Evolution of English Household Tableware" <a href="https://nautarch.tamu.edu/class/313/ceramics/period-1.htm">https://nautarch.tamu.edu/class/313/ceramics/period-1.htm</a> Society for Historical Archaeology, 2020, "Historic Glass Bottle Identification & Information Website." <a href="https://sha.org/bottle/index.htm">https://sha.org/bottle/index.htm</a>
	Apr 16			
	Apr 19	<b>Term Paper Due</b>		
14	Apr 21		Historical Archaeology of the 20 <sup>th</sup> Century; Current trends and opportunities in Historical Archaeology	Orser, Ch. 9, 13
	Apr 23			
	Apr 28			
<b>Final Exam Period</b>		<b>Exam 2</b>		

## Late Work Policy

Late work will be penalized by one letter grade (10%) every day late. (Work submitted by a student as makeup work for an excused absence is not considered late work and is exempted from the late work policy. See [Student Rule 7](#).)

## Diversity in the Anthropology Classroom

Respect for cultural and human biological diversity are core concepts of Anthropology. Anthropological research provides perspectives and data that can be used to examine many current social issues that may be appropriate to discuss in this class. Students and faculty should expect to both defend and critique diverse points of view in a respectful manner. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. There is no justification for discrimination or hateful speech or behavior in any form. The Anthropology Department supports the Texas A&M University commitment to diversity, and welcomes all individuals regardless of all age, background, citizenship, disability, education, ethnicity, family status, gender, gender identity, geographical origin, language, military experience, political view, race, religion, sexual orientation, socioeconomic status, and work experience (See <http://diversity.tamu.edu/>).

## Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments. Please refer to [Student Rule 7](#) in its entirety for information about excused absences, including definitions, and related documentation and timelines.

## Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" ([Student Rule 7, Section 7.4.1](#)).

“The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence” ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. ([See Student Rule 24](#).)

## Academic Integrity Statement and Policy

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case” ([Section 20.1.2.3, Student Rule 20](#)).

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at <https://aggiehonor.tamu.edu>.

***NOTE:** Faculty associated with the main campus in College Station should use this Academic Integrity Statement and Policy. Faculty not on the main campus should use the appropriate language and location at their site.*

## Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Resources in the Student Services Building or at (979) 845-1637 or visit <https://disability.tamu.edu>. Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

***NOTE:** Faculty associated with the main campus in College Station should use this Americans with Disabilities Act Policy statement. Faculty not on the main campus should use the appropriate language and location at their site.*

## Title IX and Statement on Limits to Confidentiality

Texas A&M University and the College of Liberal Arts are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees — including instructors — cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report (per Texas A&M System Regulation 08.01.01) the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff, or third parties visiting campus.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service (<https://scs.tamu.edu/>).

Students and faculty can report non-emergency behavior that causes them to be concerned at <http://tellsomebody.tamu.edu>.

## Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. **Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.**
- Face Coverings—[Face coverings](#) (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the [Face Covering policy](#) and [Frequently Asked Questions \(FAQ\)](#) available on the [Provost website](#).

- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the [Student Conduct office](#) for sanctions. Additionally, the faculty member may choose to teach that day's class remotely for all students.

### *Personal Illness and Quarantine*

Students required to quarantine must participate in courses and course-related activities remotely and **must not attend face-to-face course activities**. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence (See [Student Rule 7, Section 7.2.2.](#)) To receive an excused absence, students must comply with the documentation and notification guidelines outlined in Student Rule 7. While Student Rule 7, Section 7.3.2.1, indicates a medical confirmation note from the student's medical provider is preferred, **for Fall 2020 only, students may use the Explanatory Statement for Absence from Class form in lieu of a medical confirmation. Students must submit the Explanatory Statement for Absence from Class within two business days after the last date of absence.**